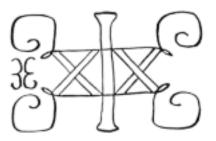
Considerations for Inviting Indigenous Presenters



Guiding Principles

- 1. Know your own culture.
- 2. Assume goodwill and learn from mistakes.
- 3. Ask with genuine intent and listen attentively.
- 4. Accept "no" gracefully.
- 5. Embrace partnership and reciprocity.
- 6. Allow the time needed for authentic growth.

Before the visit:

- 1. Allow time
 - a. Make arrangements well in advance to allow your presenter to consider your proposal.
 - b. It is important to negotiate rather than impose a program. Be flexible you will need to accommodate their existing commitments.

2. Offer Compensation for Presenters

- a. It is respectful to offer the presenter payment for sharing their cultural knowledge. Not all will wish to charge, but offering demonstrates understanding and valuing of their cultural knowledge.
- b. Some presenters may have a set rate of pay and others may need help deciding on a pay rate.
- 3. Payment for out-of-pocket costs should always be made. You will need to negotiate matters such as transport to and from school, meals, and payment for materials provided as well as remuneration for your presenter's time.
- 4. Consult with the presenter about key elements of the experience
 - a. group size, location, and any materials required.
 - b. Who will greet and stay with the presenter during their time with you?
 - c. Timeframe of visit (schedule)
 - d. Can photos be taken? Ask ahead of time, not during the presentation.
 - e. Can students join in singing or drumming? Ask ahead of time, not during the presentation.
 - f. Can this be shared with the school & community?
- 5. Help teachers prepare students for the visit.
 - a. vocabulary to use, help students with pronunciations
 - b. background of Nations
 - c. Help students develop appropriate questions to ask

During the visit:

- 1. Take care of the presenter's needs
- 2. Offer your presenter the same respect and courtesy as any other teacher.

- 3. Ensure that the environment is comfortable and appropriate.
- 4. Presenters may wish to bring a friend or relative for company or assistance, particularly on their first visit at the school. This should be encouraged, as it supports the presenter during their visit.

After the presenter's session(s)

- 1. Thank the presenter
 - a. To demonstrate an appreciation of the knowledge shared, students should be invited to thank the presenter.
 - b. A thank-you card and/or gift after the session may be presented.
 - c. Do not allow students to rush away after a session, leaving the presenter alone. It is polite to help gather up materials and equipment and see the presenter off the school grounds.
- 2. Schedule the next visit
 - a. If a follow-up session is required, make the arrangements immediately, and make contact to confirm the date and time a few days before the next visit.
 - b. Share student work
 - c. Invite the presenter back to the school for any public sharing of relevant student work.
 - d. Other community members may also enjoy visiting showcases of learning and knowledge gained through the shared experiences, such as an exhibition, public expo or drama performance.

Here are some additional resources and links that can provide more guidance and information on inviting Indigenous presenters to speak at schools and ensuring a respectful and culturally sensitive approach:

Considerations When Working with Indigenous Communities

How to Talk about Native Nations: A Guide

Native American Pedagogies | Denver

<u>Teachers: How To Successfully Welcome a Native Educator Into Your Classroom - Confluence</u> <u>Project</u>

Before

Decide on when you would be inviting the presenter to your space. Nake sure the timing is appropriate for student learning level so they can interact effectively and appreciate the lesson. Consider a speaker as a capsterie/end of unit opportunity.

Before

Decide what knowledge you are seeking from an Dider/Presenter. Seek the appropriate person for the task/goal. And contact them in person if possible- and bring an offering such as tobacco. Build a relationship with the presenter before they come to your classroom- have more than one conversation. Seek their preferences for legisitics (Inside./outside. lecture style. Interactive activity) and respect (Incide./outside.

Before

Have conversations with students throughout the unit/lessons about the Presenter visit. Establish classroom expectations and procedures for ALL class visitors. Add on unique considerations for Indigenous Presenters [language, questioning, photos, touching guidelines]. Establish these WTH your presenter before they arrive. Protocols for inviting Indigenous Presenters

Before/During

Make sure you arrange with the district how to components the bravel expenses of your presenter. Arrange for a guide for the presenter throughout the day. (Dnly use a student if the presenter desines if). Arrange for componential das agreed upon (you do the paperworki) (De your preparation for a respected guest.

During- Students

Monitor students for respectful behavior. Remind them before the Presenter begins. Introduce your presenter- using appropriate language. (You can work this out with the presenter in a preparation conversation). If students are strugglingfind them a new space. Offer medicine space for the presenter if necessary. Make sure students with specific struggles have appropriate supports in place. Immediately after- make sure students offer thanks and respect to the Presentor. Later on- have students create thank you letters/cards/pictures if the Presenter would like them. Make sure your presenter is compensated and receives their gifts.

After

Please note that while these resources can be valuable in promoting cultural sensitivity and respect when inviting Indigenous presenters, it's essential to engage directly with local Indigenous communities and individuals to ensure that specific protocols and guidelines are followed, as practices may vary among different Indigenous nations and groups. Additionally, staying informed about the most current resources and guidelines is important, as best practices may evolve over time.

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